

# Funds of Knowledge in Multi-Cultural Early Years Classrooms: Minority Teachers Perspective Kubra Alhawamdeh

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## Abstract

This study explores the implementation of the Funds of Knowledge (FoK) approach in early years education within multicultural settings in Yorkshire, England. Focusing on teachers from minority ethnic backgrounds, the research investigates their understanding and application of FoK in creating inclusive learning environments. Using a qualitative methodology, the study employed semi-structured interviews and focus group discussions with 10 early years teachers. Data analysis was conducted through reflexive thematic analysis. Findings reveal diverse strategies for identifying and incorporating students' FoK, including building relationships with students and parents, encouraging self-expression, and involving parents in the educational process. Teachers integrate FoK through extracurricular activities, language use, peer teaching, and cultural events. However, they face challenges such as navigating cultural stereotypes, overcoming communication barriers, and balancing curriculum constraints with inclusive practices. The research highlights how FoK approaches enhance cultural understanding, increase learning enthusiasm, promote unity, create inclusive environments, prepare children for diversity, engage parents, and foster collaborative learning. It contributes to the literature on culturally responsive pedagogy in early years education and offers insights for teacher education programs and school policies supporting diverse student populations. This study bridges the gap between FoK theory and practice, providing a foundation for future research on targeted interventions and long-term impacts of culturally responsive practices in early years education.

**Keywords:** Cultural responsiveness, Diversity, Inclusion, Pedagogy, Teacher strategies